

Day 9 · 50 minutes

Sort and Say: First Sounds a m s t

Today: I can hear the first sound in a word and match it to the letter a, m, s, or t.



Sound games

10 min

Same first sound or not? Thumb up or down.

SAY

Listen: sun, sock. /s/, /s/. Same first sound! Thumbs up.



Letter drill

3 min

A m s t cards, name, sound, key picture, capitals.

SAY

Watch me. The letter m. /m/. Map.



New skill

20 min

Cut, say the first sound, glue under a m s t.

SAY

Watch me. Seal. Ssseal. The first sound is /s/.



Read together

7 min

Reread Happy, Happy Home, point under words, hunt known letters.

SAY

Happy, Happy Home. I point under each word as I read.



Handwriting

10 min

A a M m S s T t, trace 2, write 1 alone.

SAY

T: Start at the top line. Pull straight down. Back to the top: slide right across.

You need ✂ Sort and Say: a m s t (cut the 12 pictures ahead, or your child cuts)

✂ Handwriting: A a M m S s T t, day 9 a m s t letter cards from the kit

Happy, Happy Home (the copy printed on day 8) Scissors, glue stick, pencil

Quick check

Say salt, mouth, tag; the child says each first sound: /s/, /m/, /t/.

Step by step?

Open Teach mode on your phone: it walks you through every step, with a timer.



Sound games: Same First Sound?

10 min

Hear whether two spoken words start with the same first sound.

1 Show them

Listen: sun, sock. /s/, /s/. Same first sound! Thumbs up.

Listen: map, top. /m/, /t/. Not the same. Thumbs down.

I say both words, then the first sound of each.

- Hold /s/ and /m/ like a long breath; make /t/ a quick whisper.
- Show a big thumb up or down after each pair. No letters today.

2 Together

Our turn. Moon, mop. Say the first sound with me: /m/, /m/.

Same?

Apple, sun. First sound of each: /a/ ... /s/. Same or not?

Tent, tub. /t/, /t/. Thumbs?

- Say each first sound with the child, then both show thumbs.
- For every same pair, stand up and stretch tall together.

3 Their turn

Your turn. Say each first sound, then show me your thumb.

Mat, milk. Top, sun. Ant, mop. Sam, sip.

Bonus: tell me a word that starts like map.

- Say each pair once. Wait 3 seconds before helping.
- Praise the sound: You heard /m/ in both!

Stuck? My turn: mat, milk. /m/, /m/. Same. Our turn: /m/, /m/. Your turn: mat, milk? If the child says a letter name: That's its name. What sound do you hear first?



Letter drill: a m s t

3 min

Say the name, sound, and key picture for a, m, s, t, small and capital.

1 Show them

Watch me. The letter m. /m/. Map.

I say the name, the sound, then the picture.

Capital M. Same sound, /m/.

- Hold up the kit card m; touch the letter, then the map picture.
- Hold up the capital M card.

2 Together

Together: the letter a, /a/, apple. The letter s, /s/, sun.

The letter t, /t/, top. Quick and quiet: /t/.

Capitals now: A, M, S, T. Name and sound together.

- Go through all 4 small cards, then the 4 capital cards.
- Tap the table lightly for each quick /t/.

3 Their turn

Your turn. I'll mix them up. Name, sound, picture.

Now I mix in capital cards. Capital or small? Then name and sound.

- Shuffle; show each card, small and capital, about 3 seconds each.
- Slip any missed card back into the pile twice.

Stuck? If the child says 'tuh': My turn: /t/, a quick whisper. Our turn: /t/. Your turn. Name and sound mixed up? This is the letter s. Its sound is /s/. Say both with me, then you.



New skill: a m s t

20 min

Name each picture, say its first sound, and glue it under the letter that makes that sound.

1 Show them

Watch me. Seal. Ssseal. The first sound is /s/.
 /s/, like sun. Seal goes under the letter s.
 I say the word, its first sound, then the letter.

- Cut out seal, the first picture. Point to the s column and its sun picture.
- Glue seal under s. Touch it and say: seal, /s/, the letter s.

2 Together

Our turn. Ant. Say it with me: /a/, ant. Like apple! Which letter?
 Table. Quick sound: /t/. Like top. Which letter?
 Monkey. Mmmonkey. /m/, like map. Glue it under m together.

- The child cuts ant, table, and monkey; you point to the key pictures as clues.
- Glue each one together. Child touches it: word, first sound, letter name.

3 Their turn

Your turn. Cut, say, glue. Word, first sound, letter.
 When you finish, name each column's pictures. I'll listen for the same first sound.

- Child cuts the other 8 in order: six, alligator, ten, mask, sandcastle, ambulance, tooth, mitten.
- Child places each picture; you nod, then they glue. Check with the answer key at the end.

Stuck? Mask under s? My turn: mmmask, /m/, like map. Our turn: /m/. Your turn: which letter? Table under the wrong letter? My turn: /t/, quick, like top. Our turn: /t/. Your turn.



Read together: Happy, Happy Home

7 min

Point under each word left to right while the adult reads, and find known letters in real print.

1 Show them

Happy, Happy Home. I point under each word as I read.
 Left to right. I stop at each space.
 I spy small a, in Happy. It says /a/.

- Read the cover, sweeping your finger under each word left to right.
- Point to the small a in Happy on the cover.

2 Together

Our fingers go under each word together. Top line first, then down.
 Find the letter m on the cover with me. What sound? /m/.

- Put your finger with the child's and point under each word as you read 2 pages.
- Find the m in Home together and say /m/.

3 Their turn

Your turn. Point under each word while I read this page.
 Find a letter we know: a, m, s, or t. Tell me its sound.

- Read 2 or 3 pages; the child points, you read every word.
- The child finds one known letter per page and says its sound.

Stuck? If the finger runs ahead: My turn: one word, one tap. Our turn: tap together. Your turn. New letter picked? Good eyes! Let's find one of our four: a, m, s, t.



Handwriting: A a M m S s T t

10 min

Write each capital and small letter from the right start, saying its path.

1 Show them

T: Start at the top line. Pull straight down. Back to the top: slide right across.

t: Start near the top line. Pull straight down. Cross at the middle line: slide right.

S: Start just below the top line. Curve back, then curve forward, like a snake.

- Write T, t, S and s on their rows, pointing to each start dot first.
- s: 'Start just below the middle line. Curve back, then curve forward, like a snake.'

2 Together

Start at the top line. Slant down left. Back to the top, slant down right.

Slide right across the middle. Now small a: Start just below the middle line.

Circle back all the way around. Push up to the middle line and pull straight down.

- Pinch and flip the pencil, sit tall. Air-write A, then a, big, saying the path together.
- Trace the first A and a on the sheet together, saying the path.

3 Their turn

Your turn. **M:** Start at the top line. Pull down.

Back to the top: slant down, slant up, pull down.

m: Start at the middle line. Pull down. Push up, curve over, pull down.

- Add the rest of m: 'Push up, curve over, pull down.' Child repeats each path, then writes.
- Child traces 2 and writes 1 alone in every row from the green dot, whispering paths.

Stuck? Wrong start? My turn: I touch the start dot first. Our turn: hand over hand. Your turn. Cross floats? My turn: Cross at the middle line: slide right. Our turn. Your turn.

Say these words as you write

A Start at the top line. Slant down left. Back to the top, slant down right. Slide right across the middle.

a Start just below the middle line. Circle back all the way around. Push up to the middle line and pull straight down.

M Start at the top line. Pull down. Back to the top: slant down, slant up, pull down.

m Start at the middle line. Pull down. Push up, curve over, pull down. Push up, curve over, pull down.

S Start just below the top line. Curve back, then curve forward, like a snake.

s Start just below the middle line. Curve back, then curve forward, like a snake.

T Start at the top line. Pull straight down. Back to the top: slide right across.

t Start near the top line. Pull straight down. Cross at the middle line: slide right.

Quick check

1. Say salt, mouth, tag; the child says each first sound: /s/, /m/, /t/.
2. Count the pictures glued in the right column on the Sort and Say sheet, out of 12.
3. Look at the try-alone T and t: T started at the top line, t near the top line, and the t cross on the middle line?

Got it

3 first sounds and 11-12 sorted: run tomorrow's celebration review as planned; bonus, find the first sound in friends' names.

Nearly

2 first sounds or 9-10 sorted: tomorrow, 2 extra minutes of same-first-sound pairs with the missed sound (in class a small group; at home just you and your child).

Not yet

0-1 first sounds or 8 or fewer sorted: tomorrow, 5 extra minutes (in class a small group; at home just you and your child) matching the kit letter cards to their key pictures, My turn, Our turn, Your turn.

At home in 20 minutes

1. (3 minutes) Play Same First Sound: say two words like sun, sock, and your child shows a thumb up if they start the same.
2. (2 minutes) Show the a m s t kit cards, small and capital, while your child says the name, sound, and key picture.
3. (8 minutes) Do the Sort and Say sheet: cut, say the word and its first sound, glue under the right letter, then check with the answer key.
4. (3 minutes) Read Happy, Happy Home while your child points under each word and finds one a, m, s, or t per page.
5. (4 minutes) Do the handwriting sheet, trace 2 and write 1 alone per row, saying each path aloud together.

Tip: The labels under the sort pictures are for you; your child names the picture and never needs to read the word. Hold /s/ and /m/ like a long breath, and keep /t/ a quick whisper with no 'uh'. Black-and-white prints: the green start dot is the big dot.